



Accessibility Policy and Accessibility Plans

| | |
|-----------------------|---|
| RESPONSIBILITY | HEAD OF ACADEMIC LEARNING SUPPORT / ASSISTANT BURSAR |
| DATE REVIEWED | APRIL 2022 |
| REVIEWED BY | GOVERNOR HEALTH & SAFETY COMMITTEE MAY 2022 |

Accessibility Policy

Introduction

This policy applies to Framlingham College and Framlingham College Prep School (collectively “**Framlingham College**”).

Framlingham College aims to provide full and fair opportunity for employment, education, and visitor access for disabled persons.

Framlingham College is committed to ensuring that plans have been made to accommodate disabled staff, students and visitors to the extent that is reasonably possible. It is our intention that disabled pupils should have access to as wide a curriculum as is possible within the constraints of the physical sites, including suitable extra-curricular activities. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to the school.

We will work with parents when considering what reasonable adjustments can be made to accommodate their children and with staff when looking to accommodate their needs. When considering whether adjustments are reasonable, we will consider factors such as effectiveness, practicality, availability of funding, disruption to others. In all cases, individual circumstances will be considered.

The Admissions Policy sets out details of how we approach prospective pupils, whilst the Learning Support Policy provides details of our facilities for assisting those requiring additional support. The Medical and First Aid Policy provides details as to the medical care provision at Framlingham College.

Staff can access information on disability and equality in the staff Handbook. Further guidance is also available to staff for dealing with disability issues.

The curriculum includes a focus on educating students on issues surrounding disability and equality. Policies are also in place to guide student's behaviour.

Access audits have been carried out on both school sites and these are regularly reviewed and updated. These set out any limitations on access to the schools and guidance on how we aim to alleviate any such limitations.

A three-year access improvement plan is below, which has reviewed the progress from the previous plan and then included some new actions. This plan draws from the physical access audits, listing areas where we plan to improve access. The plan also covers enhancing pupil access to the curriculum and provision of information.

The Governors maintain oversight of accessibility matters.

Physical Environment

In common with many other schools, both main locations occupied by Framlingham College (namely the two separate sites for the Senior School and Prep School respectively) cover a wide area and consists of many separate historic and some listed buildings of several storeys and without lifts. Both sites have developed over time since Framlingham College was founded.

Framlingham College is committed to providing access to facilities for disabled pupils, staff, and visitors. However, the physical nature of the buildings and site, together with limited financial resources, mean that a phased approach is required. It is likely that some facilities will prove impossible to bring up to the required standard in the medium or even long term.

Therefore, we decided to ensure enough classrooms and visitor facilities are available to give a reasonable chance of accommodating disabled persons. Over the longer-term building and renovation projects will incorporate an increasing number of disabled facilities. A log of accessible facilities is maintained internally.

It is expected that a disabled day student will be able to access most facilities. Where access is not possible to a teaching area it may be possible to relocate the teaching of that subject to an area which is accessible. Boarding at FCPS will prove to be difficult due to the location on the middle and top floor of the Listed Building.

- **Framlingham College Senior School**
Most subjects at the Senior School have fixed classrooms, so that all the facilities for one subject are in one place. This requires pupils to move from classroom to classroom, often up steps or stairs and sometimes in buildings without lifts. The school regularly reviews and takes steps to improve its physical environment in order to increase the extent to which disabled pupils can take advantage of education, and associated services, offered by the school. Recently the school has improved access around the site with ramps, where possible, and installed lifts in buildings.
Where possible and necessary due to building design, lessons will be timetabled in accessible classrooms in the case of a pupil with a disability.
- **Framlingham College Prep School**
Some specialist subjects in FCPS are taught in fixed classrooms, where all the facilities for that subject are in one classroom. This sometimes requires pupils to move from classroom to classroom, up steps or stairs.

Access to Information

Framlingham College will make itself aware of local services, including those provided through local authorities and the Learning and the Skills Council, for providing information in alternative formats when required or requested.

Framlingham College provides written, printed and electronic information to pupils in ways that are user-friendly and support the pupils in their learning experience.

Access to the Curriculum

Teaching staff regularly review teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are, where reasonably practical, removed. The school supports teaching and support staff with a programme of training to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils.

In order that pupils with defined disabilities have equal access to the curriculum, pupils' needs, and any adjustment in support of these needs, are recorded in an individual support plan with targets specific to the pupils' individual needs. After consultation with the pupil, the parents and relevant staff, the pupil will be given strategies to support his individual learning needs. Where appropriate, the LS teacher will provide support lessons on a one-to-one basis or in small groups. Occasionally, support may be given in class. The Head of the LS department also briefs the teachers and individual pupils where it would aid learning. Occasionally support may be given in class. Pupils may be withdrawn from lessons for additional support on a rota basis. These plans are made securely available to those teachers working with the pupil and they are updated at least annually.

Pupils will also be allocated time in study periods, or before or after school or during lunch time. In exceptional circumstances the deputy head (pastoral) may give permission for a pupil to be withdrawn from lessons for learning support. Candidates who have a disability, long-term medical condition or specific learning difficulty may be entitled to exam access arrangements following consultation with the Head of Academic Learning and Support. The access arrangements in the exams section of the Learning Support Policy sets this out in detail.

Special arrangements may also be available for pupils who experience short term medical, physical or emotional difficulties in the period before the examinations; this is subject to approval by the relevant exam boards and evidence from an appropriately qualified specialist would need to be provided.

Parents

Parents are encouraged to work in close partnership with the LS department. If a parent has a concern about the academic progress of his or her child, the school encourages the parent to contact the tutor or the form teacher. The LS teachers maintain regular contact with the parents of pupils receiving support from the LS department as and when appropriate, to discuss progress, evaluate specific targets and to allow parents to share their concerns. All new parents are invited to meet the LS department at introductory events.

The LS department maintains regular contact with the parents of pupils receiving LS support to discuss progress, evaluate specific targets and to allow parents to share their concerns.

Pupils

All pupils whether they are on the LS register or not, are encouraged to approach the LS department for help or advice. Pupils are made aware through LS involvement in the PSHEE programme of the different ways in which people learn and are encouraged to use the LS department as a place to turn to for help with learning.

Accessibility Plans

Framlingham College shall prepare and maintain under regular review Accessibility Plans in accordance with the requirements of the Equality Act 2010. Each Accessibility Plan shall be for a three-year period but shall be reviewed annually and will be subject to review and approval of the Governors' Health and Safety Committee.

The fundamental requirements of the Equality Act 2010, Schedule 10 shall be the foundation of the Accessibility Plans. Namely:

| Equality Act 2010, Schedule 10 | Description |
|---------------------------------------|---|
| 3.(2)(a) | Increasing the extent to which disabled pupils can participate in the school's curriculum. |
| 3.(2)(b) | Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school. |
| 3.(2)(c) | Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. |

The Accessibility Plans shall be drawn up by the Head of Academic Learning and Support and the Assistant Bursar. When drawing up and reviewing the Accessibility Plans the Head of Academic Learning and Support and the Assistant Bursar will, in addition to the above Equality Act 2010 requirements, consider the following:

- Framlingham College's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled and/or who have specific learning difficulties or medical needs.
- Improving the access to education across the curriculum, including access to examinations for pupils or prospective pupils by means of reasonable adjustments and by planning for the future.
- The cost of Framlingham College's accessibility plan.

The following are matters that are also considered when preparing and reviewing the Accessibility Plans:

- Admission
- Attainment
- Attendance
- Education
- Examinations
- Extra-curricular activities
- Pastoral care and welfare

- Physical environment
- Sporting activities
- Staff training
- Staff needs

In addition to the regular review and monitoring of the success of the Accessibility Plans, updates and further review shall be undertaken where advised by the Compliance Manager, or via a Governor or Senior Manager's quality assurance visit. Necessary actions will be determined by the by the Assistant Bursar. These actions will be developed into a Project Development Plan. The Governors' Health and Safety Committee shall be appraised of and review the Project Development Plan.

The results of the audit and monitoring of the above have informed the Accessibility Plans for Framlingham College and Framlingham College Prep School and these are attached at Annex A and B respectively to the Accessibility Plans.

Framlingham College Accessibility Policy

April 2022

ACCESSIBILITY PLANS 2022-25

Framlingham College Senior School

Framlingham College Prep School

Framlingham College is committed to improving access for pupils, staff, parents, and visitors who require additional provisions. The Accessibility Plans have three elements:

- **Physical improvements to increase access to education and associated services**
- **Improvements in access to the curriculum**
- **Improvements in the provision of information in a range of formats**

General

This document is drawn up in accordance with the planning duty in the Equality Act 2010 and draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES.

Framlingham College is fully aware and active in its duty under the Equality Act 2010. Whilst the Governors maintain oversight of accessibility matters (including through audit visits) and review and approve both the Accessibility Policy and Accessibility Plans for Framlingham College, the responsibility for day-to-day assessment of accessibility lies with the Assistant Bursar, Head of Academic Support, and the Compliance Manager, and The Principal through the quality assurance process.

This document is informed and guided by the practice and policies of Framlingham College (including specifically the Accessibility Policy) and is reflective of the nature of the College and its varied setting.

Definition of Disability

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on their ability to do normal daily activities.

This has some overlap with the definition of ‘special educational needs’ in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum.
- To bring about full participation in the project community for pupils, and prospective pupils, with a disability. For the purposes of this plan and statement such barriers to the curriculum include emotional, social, and behavioural difficulties, and both diagnosed and undiagnosed autistic spectrum disorders.

Principles

Compliance with the Equality Act is consistent with Framlingham College's aim of social inclusion, its equal opportunities and equality, diversity, and inclusion policies, and the operation of relevant curriculum policies.

Framlingham College recognises its duty under the Equality Act:

- not to discriminate against disabled pupils in the provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan (below).

Framlingham College recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

Framlingham College aims to provide all pupils with a curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and actively supports the development of a more inclusive curriculum which:

- sets suitable learning challenges,
- responds to pupils' diverse learning needs,
- overcomes potential barriers to learning
- provides effective and accurate assessment for individuals, and groups of pupils.

Linked Policies

This Accessibility Plan will contribute to the review and revision of related policies and documents, e.g.,

Project Development Plans
Equal Opportunities policy
Curriculum and Delivery policies.
Quality Assurance

ACCESSIBILITY PLANS 2022-25

Annex A: Framlingham College Prep School
Annex B: Framlingham College Senior School

ANNEX A

ACCESSIBILITY PLAN FOR FRAMLINGHAM COLLEGE PREP SCHOOL

Framlingham College Prep School is committed to improving access for disabled pupils, staff, parents, and visitors. The Accessibility Plan has three elements:

- **Physical improvements to increase access to education and associated services** *Updated by Assistant Bursar March 2022*
- **Improvements in access to the curriculum** *Updated by Head of Academic Support February 2022*
- **Improvements in the provision of information in a range of formats for disabled pupils** *Updated by Head of Academic Support February 2022*

Physical improvements to increase access to education and associated services

Framlingham College is committed to providing access to facilities for disabled pupils, staff, and visitors. However, the physical nature and age of the buildings and site have led to a focused and phased approach. The College is committed to ensuring access to several boarding houses, classrooms, and visitor facilities to give the maximum realistic opportunity for those with disabilities in the medium term. Over the longer term, building and renovation projects are designed to provide an ever-increasing number of facilities to improve access.

It is expected that a student with a disability will be able to live in the boarding house and have access to most facilities. Where access is not possible to a teaching area wherever possible the relevant class will be relocated to an area which is accessible.

| Period | Title of Activity | Action | Start/Finish | Responsibility | Outcomes | Progress |
|------------------------------------|---|---|---------------------|-----------------------|--|-----------------|
| Short / Medium Term | Provision of new Nursery / Pre-Prep | Include in the brief a requirement to address access and availability of facilities | Sep 18 - Dec 18 | Operations Director | Provide new facilities to improve accessibility. | Complete |
| | Enhancement of central school buildings | | Ongoing | | | |

| | | | | | | |
|--------------------|-----------------------|---|----------------------|-------------------|--|--|
| Medium Term | Continual improvement | Ensure that DDA requirements are considered during all refurbishment programmes | As necessary | Assistant Bursar | Improve disabled access to all areas of the school | All minibuses now have wheelchair access |
| | Transport | Upgrade minibuses to accessible standard | As contracts updated | Assistant Bursar | To provide 50% of the minibus fleet to cater for wheelchair access | |
| | | Transport staff to receive training on proper use of ramps and securing points. | Summer 2022 | Transport Manager | To provide safe transport for any wheelchair users | |

Improvements in access to the curriculum

| Period | Title of Activity | Action | Start/Finish | Responsibility | Outcomes | Progress |
|-------------------|--|--|---------------------------|--------------------------|--------------------------------------|--|
| Short Term | Review curriculum to ensure options (location, subject, timetable) are available to disabled students. | Ensure recently completed new LS area is used by students and staff as planned. | Review provision annually | Head of Learning Support | All pupils can access the curriculum | LS area used as planned and all pupils currently in the school can access every room in the LS area (LS IT room does have a step down into the room) |
| | Review Learning Support budget resources to allow provision of physical aids as necessary | Ensure adequate funding is made available each year to keep stocks of speciality pens / grips / coloured paper / coloured overlays | Ongoing | Head of Learning Support | Better provision over the years. | A tray of physical aids, including speciality rulers, pens, pencils, pen/pencil grips in every classroom from Year 1 to 3. |

| | | | | | | |
|--|---|--|----------------|--------------------------|-----------------------------------|---|
| | | etc at required level for ready access to pupils | | | | (older pupils just borrow aids from LS area when/if needed) |
| | Review annually the learning support budget resources to allow provision of more physical aids into Year 4 and 5 classrooms | Ensure adequate funding made available each year to replenish stocks of speciality pens / grips / coloured paper / coloured overlays etc at required level for ready access to pupils. Expand these physical aids fine motor skills trays to be put in all Year 4 and 5 classrooms | Annually | Head of Learning Support | Better provision in the classroom | As from Sept 20, coloured paper exercise books (lined and squared) bought for individual pupils to use for academic work, in addition to overlays and coloured paper. |
| | Ensure information is disseminated to staff on dealing with disabled pupils. Ensure Academic staff receive training | Keep data on individual pupils needs up to date and readily available to all staff - utilise SharePoint and iSAMS systems | When necessary | Head of Learning Support | Good record keeping | Data now transferred to SharePoint and available to all staff. |

| | | | | | | |
|--------------------|--|---|--|--------------------------|---|---|
| | on meeting the needs of Disabled pupils | Head of Learning Support to attend updated courses | Attend courses throughout period of review | Head of Learning Support | Staff are as competent as possible to deal with any future needs. | Covid restrictions have prevented attending face to face courses since March 2020. Replaced by online courses. All staff completed various online Educare modules, including the most recent being: Sept 2021 'ADHD Awareness' and January 2022 'Dyslexia Awareness' |
| Medium Term | Review Learning Support budget resources to allow provision of physical aids as necessary | Gradually increase stock of equipment in the LS area: laptops for loan; angled writing slopes; posture cushions; hearing equipment etc as necessary | Review stock annually | Head of Learning Support | Best possible provision. | Angled writing slope in every tutor room from Year 1 to 4 (spare ones in LS area for older pupils when/if needed). Three posture cushions in school and used when needed. |
| | Invest in laptops for the learning support department (carried over from previous plan) | Buy two laptops for the LS department that can be borrowed by LS pupils when needed | Possible 2022-23 or 2023-24 | Head of Learning Support | LS pupils can borrow a laptop when needed (assessments for Year 6 and below who do not have their | |

| | | | | | | |
|--|---|---|---|--------------------------|---|---|
| | Invest in some physical aids for pupils with ASD | Buy some ear defenders and weighted blankets | Review Learning Support budget annually | Head of Learning Support | own laptops or a pupil whose laptop has been forgotten/temporarily being repaired) | |
| | Increase the space in the LS area to develop a 'time-out' space | Convert the current Head of Junior prep small office (currently in the LS area) into a room with beanbags, Lego, weighted blankets etc that pupils can go to for some quiet space and time-out. | Ongoing discussions with SLT | Head of Learning Support | Pupils with ASD or ASD traits can use ear defenders and a weighted blanket in class when needed | |
| | | Keep plan for utilisation of TA support across the year groups under review | Reviewed during summer term for the | | Pupils will be able to go straight to a quiet place, rather than just find an LS room not being used. Pupils will have the necessary equipment/ambience for some time-out and then will be ready to go back to lessons. | |
| | | | | | Most effective use of staff. | Ongoing – utilisation of TA support is constantly reviewed, due to new |

| | | | | | | |
|------------------|-------------------------------------|---|--|--|--|---|
| | | Include training for staff on Learning Support and Disability to the Inset programme | start of each academic year INSET arranged prior to a pupil arriving. | | Staff are as competent as possible to deal with any future needs. | pupils joining and new learning difficulties identified Educare modules completed by all staff on inset days throughout the year |
| Long Term | Constantly review our SEND practice | Prep and Senior school Head of Learning Support/Academic support (SPM and NAH) meet weekly. | Ongoing weekly | Head of Academic / Head of Learning Support | SEND policies and practice in the College are as required and are up to date | |

Improvements in the provision of information in a range of formats for disabled pupils

| Period | Title of Activity | Action | Start/Finish | Responsibility | Outcomes | Progress |
|-------------------|---|--|--------------|--|---|----------|
| Short Term | Provision of clear information for pupils, employees, and parents | <ol style="list-style-type: none"> 1. Review information sent to parents and guardians to ensure it is accessible. 2. Ensure all employees access guidance on accessible formats from the Learning Support Department as appropriate. 3. Review the website to ensure that it is clear, simple and easy to use. | Ongoing | Head Office Staff Web manager SLT SMT | All pupils, employees and parents receive information in a format appropriate to their needs e.g., large print, braille etc. All information is produced routinely in an appropriate format | |

| | | | | | | |
|--------------------|--|---|---------|--|---|--|
| Medium Term | Progressively improve communication with disabled pupils and users | Continue to review provision and publish information as appropriate. Introduce other forms of information as required | Ongoing | Head Office staff SLT SMT Web manager | Delivery of information continues to improve and needs of all users are met | |
| Long Term | Respond to future change | Remain aware of changes to legislation and prepare for future pupil, employee and parent needs | Ongoing | Head Office staff SLT SMT Web manager | The school remains future-ready and prepared to respond to changing needs | |

ANNEX B

ACCESSIBILITY ACCESS PLAN FOR FRAMLINGHAM COLLEGE SENIOR SCHOOL

Framlingham College Senior School is committed to improving access for disabled pupils, staff, parents, and visitors. The Accessibility Plan has three elements:

- **Physical improvements to increase access to education and associated services** *Updated by Assistant Bursar March 2022*
- **Improvements in access to the curriculum** *Updated by Head of Academic Support February 2022*
- **Improvements in the provision of information in a range of formats for disabled pupils** *Updated by Head of Academic Support February 2022*

Physical improvements to increase access to education and associated services

The College is committed to providing access to facilities for disabled pupils, staff, and visitors. However, the physical nature and age of the buildings and site have led to a focused and phased approach. The College is committed to ensuring access to several boarding houses, classrooms, and visitor facilities to give the maximum realistic opportunity for those with disabilities in the medium term. Over the longer term, building and renovation projects are designed to provide an ever-increasing number of facilities to improve access.

It is expected that a student with a disability will be able to live in a boarding house and have access to most facilities. Where access is not possible to a teaching area wherever possible the relevant class will be relocated to an area which is accessible.

| Period | Title of Activity | Action | Start/Finish | Responsibility | Outcomes | Progress |
|------------------------------------|--|---|---------------------|-----------------------|-----------------|---|
| Short / Medium Term | Ongoing refurbishment of Boarding Ongoing refurbishment of classrooms | DDA requirements to be considered during all refurbishment programmes. This includes clear marking of steps and contrasting colour schemes for the visually impaired. | Ongoing | Operations Director | | Kerbs, steps etc have been removed across campus to aid travel. |

| | | | | | | |
|------------------|--|--|-------------|---------------------|--|--|
| | Ongoing refurbishment of other areas (internal and external) | As each boarding house is refurbished every opportunity is taken to improve accessibility for students and letting visitors. Upgrade sufficient minibuses to accessible standard Transport staff to receive training on proper use of ramps and securing points. | Summer 2022 | Transport Manager | To provide sufficient minibuses to cater for wheelchair access To provide safe transport for any wheelchair users | All current minibuses now have wheelchair access. |
| Long Term | Continual improvement | | Ongoing | Operations Director | Improve access to all areas of the school | Fowler Pavilion delivered on one floor with wide corridors / doors etc |
| | Large scale projects | Design all projects taking into account need to continually improve accessibility | Ongoing | | Improve access to all areas of the school | Design of new Nursery / Pre Prep on one floor with easy access. |
| | Boarding – major improvements | Develop plan for gradual increase in facilities, to include ground floor bedroom provision with ensuite facilities. | Ongoing | | Improve access to all areas of the school and attract more pupils | |

Improvements in access to the curriculum

| Period | Title of Activity | Action | Start/Finish | Responsibility | Outcomes | Progress |
|------------|--|---|----------------------------|---|---|--|
| Short Term | Review curriculum to ensure options (location, subject, timetable) are available to disabled students. | <p>Ongoing review of:</p> <ul style="list-style-type: none"> differentiated Humanities programme to Year 9 differentiated English programme to year 9 key skills programme in year 9 key skills programme in years 10 and 11 responsive study support for years 12 and 13 support via clinics | Autumn 2019 | Deputy Head Academic / Head of Learning Support | A richer educational experience for students with SEND. | <p>2022 -</p> <ul style="list-style-type: none"> Key skills programme in Year 9 Removal of hums programme Y9 English small support group Key skills programme in Years 10 and 11 Study support sixth from |
| | Review support | Further TA support to be provided | Autumn 2018 Review 2022 | Deputy Head Academic, Head of | A greater amount of support for students with SEND | <ul style="list-style-type: none"> Audit and proposal for increased staffing |

| | | | | | | |
|---------------------------|--|---|---|---|---|--|
| | <p>Review Learning Support budget resources to allow provision of physical aids as necessary</p> <p>Ensure information is disseminated to staff on dealing with disabled pupils.</p> | <p>The Learning Support budget is reviewed on an annual basis and allows for reasonable adjustments to be made</p> <p>Continuous updating of College relevant intranet pages: ASC pages with individual student information and with general information Updates and reminder emails to staff</p> | <p>new budget allocated Autumn 2021</p> <p>Review Summer 2022</p> | <p>Learning Support</p> <p>Deputy Head Academic, Head of Learning Support</p> <p>Head of Learning Support</p> | <p>Student equality of educational experience</p> <p>All relevant staff kept as fully informed as possible</p> | <p>submitted Jan 2022</p> <ul style="list-style-type: none"> • Budget 2021/22 in place • New ASC files for whole staff within Teams • New format for Learning Support Register • New format for Access Arrangements register |
| <p>Medium Term</p> | <p>Review curriculum to ensure options (location, subject, timetable) are available to disabled students.</p> <p>Ensure Academic staff receive training</p> | <p>Investigate a wider variety of qualification options for KS4</p> <p>Continue building SEND information into INSET.</p> | <p>Review Autumn 2022</p> <p>ongoing</p> | <p>Deputy Head Academic / Head of Learning Support</p> <p>Head of Learning Support</p> | <p>More qualification options on offer for students</p> <p>Staff more able to meet the needs of disabled pupils</p> | <ul style="list-style-type: none"> • Continue to review • Autumn 2021 series of SEND |

| | | | | | | |
|------------------|---|--|-------------------|---|--|--|
| | on meeting the needs of disabled pupils | <ul style="list-style-type: none"> • Refresher: Access Arrangements requirements • Working memory CPD • The provision of information for students with SEND | | | | <p>CPD for whole staff</p> <ul style="list-style-type: none"> • Training PPTs shared with whole staff |
| Long Term | Review our SEND practice | DGA and SPM meet weekly. | Reviewed annually | Deputy Head Academic, Head of Learning Support | SEND policies and practice in the College are as required and are up to date | <ul style="list-style-type: none"> • SPM and DGA weekly meeting • SPM and NH weekly meeting • Policies updated Feb 2022 |
| | Constantly review our SEND practice | Prep and Senior school Head of Learning Support/Academic support (SPM and NAH) meet weekly. | Ongoing weekly | Head of Academic / Head of Learning Support | SEND policies and practice in the College are as required and are up to date | |

Improvements in the provision of information in a range of formats for disabled pupils

| Period | Title of Activity | Action | Start/Finish | Responsibility | Outcomes | Progress |
|-------------------|---|--|-----------------------------------|--------------------------|--|--|
| Short Term | Increase awareness of how teaching and learning resources and material can benefit students with SEND | Summer 2018 CPD for teachers: Scotopic sensitivity Dyslexia friendly printed material Using audio materials | Summer 2019 Review Autumn 2022 | Head of Learning Support | Provision of information in a range of formats for SEND students is improved | <ul style="list-style-type: none"> • Autumn 2021 CPD for whole staff • Training PPTs shared with whole staff |

| | | | | | | |
|--------------------|--|---|----------------|---|---|--|
| | Increase student awareness of existent study skills support material | Reminder to student of where to find useful material | | | Students can easily avail of supportive material | <ul style="list-style-type: none"> • OneNote used to share revision skills • Key skills programme with focus on building revision skills |
| Medium Term | Review of ICT support for students with SEND | Updating provision of information and support in relation to using ICT for learning | ongoing | Deputy Head Academic / Head of Learning Support | Provision of information in a range of formats for SEND students is improved | <ul style="list-style-type: none"> • Use of college systems – OneNote • Use of IT for examinations |
| Long Term | Review our SEND practice and ensure all College material is accessible to its members. | DGA and SPM meet weekly. | Ongoing review | Deputy Head Academic / Head of Learning Support | Provision of information in a range of formats for SEND students is as supportive as possible | <ul style="list-style-type: none"> • SPM and DGA weekly meeting • SPM and NH weekly meeting • Policies updated Feb 2022 |